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ABSTRACT

The bibliography lists approximately 550 print materials and 26 film and video tapes relevant to the education of deaf blind children and adults. It is explained that materials listed include books, pamphlets, articles and unpublished papers available from the Research Library of Perkins School for the Blind. Materials are listed for the following major areas: programs and services, training and education of children and youths, the adult deaf blind, conference proceedings, newsletters, films and video tapes (with descriptive summaries), bibliographies, and the multihandicapped deaf and blind. Subtopics include programs and services in the U.S. and other countries; general articles on education, philosphical bases, early childhood education, movement, communication and language development, classroom curriculum and educational methods, psychosocial development, recreation and physical education, instructional media, curriculum and methods of training severely injured and nonverbal children; after school care for the multihandicapped deaf blind, communication, mobility, vocational planning and rehabilitation, national planning for deaf blind adults, adult case studies and personal experiences; and the National Association for Deaf Blind and Rebella Children (in England). Also provided are approximately 40 sources of information in Europe and the U.S. as well as an author index. (DB)

ED 087145

A selected bibliography relating to the education and training of deaf-blind children and communication-disordered children with sensory impairments: 1910 - spring 1972.

Perkins Research Library
and
Evaluation Service, Department for Deaf-Blind Children

Perkins School for the Blind
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Preface

Throughout the many years of service to children with very special needs at Perkins and, particularly, during the years since the 1964 rubella epidemic with the subsequent development of federally organized coordination of services to children described under the educational classification of deaf-blind, children with a wide range of multi-disabilites have been served in programs for deaf-blind children. Generally speaking those multi-disabilites are best described in comprehensive terms as either (1) deaf-blindness or (2) communication disorders with sensory impairments: these children are "the deaf-blind".

What follows is a selected bibliography of materials - books, pamphlets, articles and unpublished papers - available in the Research Library of Perkins School for the Blind. Each item has been chosen for inclusion here either because it pertains directly to the deaf-blind, to their education as children and their lives as adults, or because it is importantly related in some way to major concerns in the field of deaf-blindness. The bibliography is intended on the one hand to reflect the current excitement in this area of special education and to give an idea of the large number of inquiring, thoughtfully experimental, recent approaches to the study of deaf-blindness, especially in diagnostics and educational evaluation and in planning for the more severely injured in the population; while on the other hand it is intended to bring together in one place a listing of source materials of proven usefulness to students of the field.

The authors represented draw their expertise from widely varying experiences with the deaf-blind. Some are professionals, clinicians of diverse backgrounds and educational specialists, whose work is judged to be scientific or well-founded in university knowledge. Others are students, often equally professional, who are sincerely questioning or enthusiastically advocating one or another approach. Others are parents, who write out of their day to day experience of loving, and coping with a handicapped child. Still others are adults who are themselves deaf-blind.

To help the user of this bibliography turn at once to material in an area of interest, a work has been assigned to a topic category thought to be most descriptive of its content or most directly able to convey its relevance to the field. In many cases assignments are somewhat arbitrary - since most longer works touch upon several areas of special concern - and so, to an extent, cross references have been suggested at the conclusion of a category listing.

The user may be surprised to notice an absence of some topic categories whose inclusion may have been expected and a very limited number of references in others. It is an advantage of a topical listing that it points up areas where relatively little has been put into print, and it is anticipated that exposing such gaps will stimulate the production of particular types of needed material, where knowledge exists, and perhaps suggest new relationships between areas of investigation to the educational researcher. The listing is open-ended, and the second edition looks forward to sub-division of present categories and the addition of new topics. Recommendations concerning the inclusion of relevant material currently available but here omitted, as well as that of new work as it appears, will be welcomed. It is hoped, in fact, that with the continuing help of users, a biannual updating of the bibliography can take place.

Single copies of materials available only through Perkins Research Library will be sent gladly on request, at a minimum charge to cover duplicating and mailing; users of the bibliography are asked, however, to order all other materials directly from the publishers cited. It has proved impossible in the past for the school library staff to meet the demand for copies of reference materials in quantity and, unfortunately, it can be foreseen that the library will not be able to offer a general duplicating service except in the case of individual requests for materials not obtainable in any other way.

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Contact. Department for Deaf-Blind Children, School for the Deaf, Aarlborg, Denmark. A periodic publication of articles by and for educators of deaf-blind children; 4 issues distributed internationally in English in 1970-71. Now defunct.

Helping Hands. Newsletter of the Central Regional Centers and Services for Deaf-Blind Children.

Lantern. Perkins School for the Blind, Watertown, Mass. A small publication, published 3 times a year, containing news of the school, editorials and papers by Perkins Staff Members.

Nat-Cent News. A quarterly review of the National Center for Deaf-Blind Youths and Adults, New York.

Newsletter. Southeast Regional Center for Deaf-Blind Children, Talladega, Alabama.

Newsletter for Parents. National Association for Deaf-Blind and Rubella Children, England. Published periodically and distributed internationally. Contains short articles, news of service development, and parent notes on progress of children.

Vibrations. Northwest Regional Center for Deaf-Blind Children, c/o Washington State School for the Blind, P.O. Box 1865, Vancouver, Washington 98663.

Washington Report. American Foundation for the Blind. Published bimonthly by the American Foundation for the Blind to report Congressional activity on legislation affecting blind persons and those who work with blind persons, as well as the action of the federal agencies administering related programs.

FILMS AND VIDEO-TAPES

Case Against Rubella. Smith, Kline and French. AEGIS Productions, New York. 1970
27 minutes. 16 mm; sound; color.

Promotion of rubella vaccine. Some scenes of deaf-blind children. Can be borrowed free from Perkins School for the Blind.

Children of the Silent Night. Perkins School for the Blind, Watertown, Mass. 1963
27 minutes; 16 mm; color; sound.

This is a documentary film showing the methods used in the deaf-blind department at the time the film was made. The film centers on six-year-old Debbie who is blind with limited hearing. Taken over several months, we see the patient struggle as Debbie and her teacher work toward speech using the Tadoma method (vibration technique). The film also shows a variety of techniques being used with other children. At the time the film was made, most of the deaf-blind children in the department were much like Debbie in the film. The methods shown in the film are still the procedures being used with this type of child. This film is of interest to both professional and lay audiences as it is both a historical record of the deaf-blind children at the time the film was made as well as showing attitudes toward the deaf-blind which are just as true today as when the film was made. Can be borrowed free from: Campbell Films, Academy Avenue, Saxtons River, Vermont 05154.

Communicating with Deaf-Blind People. American Foundation for the Blind, New York.
30 minutes; 16 mm; color; sound. 1964.

Demonstrates methods of communicating with adult deaf-blind persons most of whom have become adventitiously deaf-blind.

Day with Debbie. Washington State School for the Blind, Vancouver. 1963.
16 mm; color; sound.

Debbie is totally blind, due to retrolental fibroplasia, and severely hearing impaired since birth. She is about 8 or 9 years old in the film, and a student in the Department of Deaf-Blind Children at Vancouver. She is educable and is followed in the film through the ordinary day including classes and activities of daily living.

The Deaf-Blind. International Education of the Hearing Impaired Film Series. U.S. Office of Education, Washington, D.C. 23 minutes; 16 mm; sound. 1969.

Techniques of evaluation by Dr. Ladislav Fisch, Heston Audiology Clinic, England and the approaches to instruction at St. Michielsgestel.

Education of the Deaf-Blind at Institute Voor Døven, St. Michielsgestel, Netherlands. 16 mm; black/white; no sound. 1965.

Visually outlines Dr. van Dijk's theory of stages in the education of deaf-blind children with strong emphasis on co-active movement and child's movement in the world as the base of education, and moving hence through imitation of movement, gestures, picture communication, and finally to speech. Can be borrowed from Perkins School for the Blind, Watertown, Mass., free of charge.

Gayle: a documentary film by Terrance Hickey, a student at Boston University. 1966. 30 minutes; 16 mm; black/white; sound.

In the film Gayle is 23 years old. She communicates via the Tadoma Method (vibration technique) which she learned during her education in the Department of Deaf-Blind Children at Perkins. Gayle became progressively deaf-blind, being totally blind within the first two years of life and essentially severely deaf at about 7 to 8 years. She is of average intelligence and completed a full high school program in the School for the Blind with the aid of a tutor-interpreter. This film may be borrowed from Perkins School for the Blind.

The Key: Story of Laura Bridgman. Shown on the CBS Television network show Telephone Time. 16 mm; black/white; sound. This copy can only be shown at Perkins. 1956.

Laura became totally deaf and blind as a result of meningitis in her early years. She was the first deaf-blind student to be educated at Perkins and in the U. S. This was in the early 1800's. The film presents the highlights of her education.

Legacy of Anne Sullivan. Perkins School for the Blind, Watertown, Mass., and The Industrial Home for the Blind, Brooklyn, New York. 29 minutes; 16 mm; color; sound. 1968.

This is a five-part film which covers: 1) Helen Keller and Anne Sullivan; 2) The program in the Perkins Deaf-Blind Department, 1967-68; 3) The program of rehabilitation of deaf-blind adults at The Industrial Home for the Blind; 4) The Anne Sullivan Centennial celebration in Washington in April 1966; 5) Brief synopsis of the lives of eight successful deaf-blind men and women who were awarded Anne Sullivan Gold Medals at her Centennial. This film is useful both for public education and for professionals as an introduction to work with both deaf-blind children and adults. Can be borrowed free from: Campbell Films, Academy Avenue, Saxtons River, Vermont 05154.

Lois. Mass. Department of Public Health, Director of Mental Retardation, 190 Portland Street, Boston, Mass. 60 minutes; super 8 mm; 400 ft. reel; color; no sound.

Lois is a young developmentally retarded, multihandicapped, post-rubella child who is visually impaired but not blind and has some residual hearing. The film follows her behavior over a long period of time. The film is geared to professional audiences interested in a rather detailed description of the daily behavior of such a child. It can be borrowed from the Department of Public Health.

Miracle Worker. CBS television; Playhouse 90. 1957. 3 reels; 16 mm; black/white; sound. This copy can only be shown at Perkins.

A film of the play built on the story of the early education of Helen Keller by Annie Sullivan.

Multiply Handicapped. International Education of the Hearing Impaired Film Series. U. S. Office of Education, Washington, D.C. 23 minutes; 16 mm; sound. 1969.

Mentally retarded, cerebral palsied, dysmelia, deaf-blind and emotionally disturbed deaf children in Sweden, Germany, the Netherlands, and England.

Robert Smithdas. A film interview with Mr. Smithdas shown on the NCB network program Today Show. 1967. 16 mm; color; sound. (Not for loan).

Robert Smithdas is an extremely capable, adventitiously injured, deaf-blind adult who uses the Tadoma Method (vibration technique) as one means of communication.

Social Training of the Young Deaf-Blind Children. National Association for Deaf-Blind and Rubella Children, England. 1967. 16 mm; color; sound.

A good basic film describing the elements of early "education" for very young deaf-blind children and giving practical ideas; excellent for student teachers, parents and others interested in a practical approach to the preschool period. Address inquiries for rental to: Mrs. J. Hills, National Association for Rubella and Deaf-Blind Children, 61 Senneleys Park Road, Birmingham, England. Can be loaned from Perkins.

Speech Instruction with a Deaf-Blind Pupil. Perkins School for the Blind, Watertown, Mass. 6 minutes; 16 mm; color; sound. 1967. 2-day rental - $5.00.

This film shows Mrs. Rose Vivian using the Tadoma method (vibration technique) with Chan Poh Lin, who is in her late teens. Lin became totally blind and very severely deaf at age 12 due to a febrile illness of some type. In the film they are working on speech correction of one word. This film shows the time and effort required to develop oral language as well as demonstrating the Tadoma method. Rental from: Campbell Films, Academy Avenue, Saxtons River, Vermont 05154.

Story of Chan Poh Lin. A film of the CBS network show: The Armstrong Circle Theatre Production. In two parts. 16 mm; black/white; sound. This copy can only be shown at Perkins. 1963.

A public education film describing the journey of Chan Poh Lin to the U.S. for education in the Department of Deaf-Blind Children at Perkins.

Callier Series: Sensory Stimulation. Area Centers for Services to Deaf-Blind Children; Callier Speech and Hearing Center; Dallas, Texas.

No. 1: 16 minutes;
No. 2: 28 minutes;
No. 3: 28 minutes;
No. 4: 21 minutes;
No. 5: 28 minutes;

Sound with commentary, 1970. A copy can be obtained from the above agency by sending a 30 minute ½" black tape. Sony AV360.

This series demonstrates teaching techniques in sensory stimulation and early language introduction with both deaf-blind and language disordered children with sensory impairments.

Target audience: teachers.

Perkins Series: Demonstration of educational approaches to deaf-blind children and language disordered children with sensory impairments: video-tape for use on EIAJ ½" standard, such as Sony, AV 360; available for rental from Perkins School for the Blind:

(1) Conversational fingerspelling and imaginary play for language building. 30 minutes; sound, but no commentary. A short written text accompanies the film. May 1970. (Target audience: teachers; graduate students.)
A conversational approach to language development, via fingerspelling, with two 12 year old, congenital rubella children, Richie and Vickie, is illustrated.

(2) Lisa: the effectiveness of a conversational approach to oral language development with children whose sight and hearing are severely limited but whose language capability is intact. 30 minutes; sound, but no commentary. A short written text accompanies the film. May 1972.

Lisa has seriously impaired sight and hearing, stemming from effects associated with premature birth. Her major educational problems arise from impaired sensory acuity; therefore language development via sensory aids and natural language stimulation using conversational expansions is effective and relatively easy to facilitate.

Perkins Series: Educational evaluation and individual planning for deaf-blind children and language disordered children with sensory impairments: videotape for use on EIAJ ½" standard, such as Sony AV 360. Available for rental from Perkins School for the Blind:

(1) Anthony, Jaimi and Janie: comparative behavior on test tasks in educational evaluation of children with auditory-visual impairments. 60 minutes; sound, but no commentary. A short written text accompanies this tape. October 1969.

The tape presents comparative performances of three children with auditory-visual impairments and differing language disabilities on a set of test-tasks. The samples of communication behavior elicited in the process are of vital interest for individual program planning for children referred to as "deaf-blind".

Target audience: psychologists and educational diagnosticians; graduate students.

(2) Sign-teaching as a diagnostic tool in educational evaluation of children with auditory-visual impairments. 40 minutes; sound, but no commentary. A short test accompanies the tape. March 1969.

The differing response levels of six, pre-school, congenital rubella children to a semi-standardized presentation of a single manual sign available to them as a possible communication tool in a highly motivating situation. This test situation samples communication behavior for the purpose of planning individual instructional programs for children.

Target audience: teachers of deaf-blind and auditorily-visually impaired children; graduate students.

(3) Janny: self-motivated exploratory behavior of a deaf-blind child. 20 minutes; sound, but no commentary. A written text accompanies the tape. April 1970.

The tape records facets of the spontaneous behavior of deaf-blind child, 4 years, 2 months of age, illustrating behaviors which are observable, diagnostic and educationally predictive in "non-test" situations. The written text includes a full report of the educational evaluation made at the time of the development for congenitally deaf-blind children, Janny is presented for consideration and as a stimulus to comparative thought with reference to other deaf-blind children and multi-disabled children with auditory-visual impairments.

Target audience: psychologists; educational diagnosticians; graduate students; educational diagnosticians.

(4) Jennifer: planning remediation for a severely language disordered blind child. 60 minutes; sound, but no commentary. A short written text accompanies the tape. November 1970; Spring 1972.

Jenny is congenitally totally blind, with acutely normal hearing, showing disordered language, disturbed affective responses and difficulties in motor planning. Her behavior at age 4-3 is recorded as the first section of the tape, a segment of an observational evaluation session; the second section, taken one and one/half years later, samples the types of activities and the interactional style in the environment in which she was involved during this period in a preschool program for deaf-blind children.

Target audience: psychologists; graduate students preparing as teachers of children with severe communication disorders; teachers of blind children with disordered oral language.

(5) Leonard Dowdy: a lecture presentation by a deaf-blind adult. 1 3/4 hours; sound; a written text accompanies the tape. 1970.

A personal story presented by Mr. Dowdy, who became totally blind and profoundly deaf at 19 months of age. His excellent articulation, oral language and tactual speechreading are well demonstrated in the tape as is his integrity as a strong and individual personality. The accompanying text presents in some detail particular characteristics bearing on learning in Leonard's case -- both as a child and as a maturing or learning adult.

Target audience: psychologists; teachers of deaf-blind children; graduate students in the field of education of deaf-blind children; linguists; teachers of deaf children; vocational counselors for deaf and deaf-blind persons.

New Mexico Program for Deaf Blind Children: Programs for Children, 2600 Marble N.E., Albuquerque, New Mexico 87106.

(A) School program: Nursery group - 4 tapes; 15 min. each.
Kindergarten group - 2 tapes; 7 min and 5 min.
Pre-school group - 6 tapes; 2/60 min.; 4/15 min.
Birthday Party - 15 min. tape.
Demonstration Tapes, unedited - 2 tapes; 11 min. and 30 min.

(B) Program at Los Lunas Hospital and Training School - 3 tapes; 30 min. each.

BIBLIOGRAPHIES

Anderson, R. B. Hearing impairment and mental retardation: A selected bibliography. Volta Review: 67; 1965. pp. 425-432. (See also bibliography at the end of the Mitra article under Multihandicapped Deaf and Blind).

Central Regional Center of Services for Deaf-Blind Children. Annotated Bibliography of Selected References: Deaf-Blind and Multi-handicapped Children. Minnesota State Department of Public Welfare. 1972. 11 pp.

Council for Exceptional Children. Parent Education: A selected bibliography. Arlington, Virginia: CEC, February 1971. 18 pp.

Hammer, Edwin. Deaf-blind children - a list of references. Austin: University of Texas, Special Education, Instructional Materials Center, Department of Special Education, n.d. 62 pp. ($2.50).

Information Center for Hearing, Speech, and Disorders of Human Communication, John Hopkins Medical Institutions. Bibliography on combined deaf-blindness 42 references: Baltimore, Maryland: 1965-1969. April 8, 1970. 4 pp. ($1.00).

Lowe, Armin & Benno Westermann. Bibliography on deaf-blindness. Dortmund, Germany: Schriften zur Sonderpadagogik, 1959. 47 pp. (Part of it in English).

National Institute of Health. Early childhood psychosis: infantile autism, childhood schizophrenia, and related disorders; pub. no. HSM 71-9062; 1964-1969. Obtain from: National Clearing House for Mental Health Information, 5600 Fishers Lane, Rockville, Maryland 20852.

Peins, Maryann. Bibliography on speech, hearing and language in relation to mental retardation 1900-1968. Washington: U.S. Department of Health, Education & Welfare, 1969. 156 pp.

Salmon, Peter J. (blind). Deaf-blind person: a review of the literature. American Association of Workers for the Blind Annual - Blindness 1966. pp. 15-85.

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U.S. Department of Health, Education & Welfare, Children's Bureau. Selected bibliography on rubella. Washington: HEW, 1966. 5 pp.

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Cruickshank, W.M. The multiple handicapped child and courageous action. The International Journal for the Education of the Blind; March 1964. pp. 65-75.

Doctor, P.V. Multiple handicaps in the field of deafness. Exceptional Children; November 1959. pp. 156-158.

Elonen, A.S.; et. al. The uncommitted blind child: results of intensive training of children formerly committed to institutions for the retarded. Exceptional Children; January 1967. pp. 301-306.

Gruber, K.F. and Moor, P.M. (eds.). No place to go: (A symposium). N.Y. American Foundation for the Blind, 1963. pp. 89.

Guess, D. Mental retardation and blindness: a complex and relatively unexplored dyad. Exceptional Children, March 1967. pp. 471-479.

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Henderson, R.A. Teaching the multiply-handicapped retarded child. Exceptional Children; October 1960. pp. 90-92.

Imelda, Sister Rose M. Dynamic programming for the multiply-handicapped blind child. Special Education; Strategies for Educational Progress; Selected Convention Papers, 44th. CEC Convention. Washington, D.C., 1966. pp. 192-197.

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State of Michigan, Department of Mental Health. Programming Hospitalization of the Hospitalized Deaf-Retarded. Research Report No. 44. Lansing, Michigan: Department of Mental Health. 1965.

Stuckless, E.R.; and Burrows, N.L. Teaching methods with the mentally retarded deaf. A paper presented at the AAMD Convention, March 1967. Denver, Colorado.

SOURCES OF INFORMATION:

Expansion of services to deaf-blind and multi-disabled children during the past several years has led to development of a multitude of programs and agencies in both Europe and the United States. The listing here includes only a very small number of those agencies, organizations, or schools - those which are perhaps, at present, most widely known or which can and do serve as general information centers re services to deaf-blind children and communication disordered children with sensory impairments.

AUSTRALIA

Department for Deaf-Blind Children
New South Wales School for the Blind
Mr. Keith Watkins, Principal
North Rocks Road
North Rocks, N.S.W., Australia

EUROPE

Agencies:

American Foundation for Overseas Blind (Services to deaf-blind)
Dr. Jeanne K. Kenmore, Director
14 Bis Rue Daru
75 Paris 8, France

Harry Roberts, Associate Director
22 West 17th Street
New York City, New York 10011

Royal National Institute for the Blind
Eric T. Boultor, Director-General
224 Great Portland Street
London, W.1., England

Organizations:

National Association for Deaf-Blind and Rubella Children
Mrs. J. Hills
61 Senneleys Park Road
Northfield, Birmingham B31 1AE
England

Major schools:

Department for Deaf-Blind Children
Condover Hall School for the Blind
Miss Joan Shields
Nr. Shrewsbury
Shropshire, England

Institute of Defectology
Mme. T. Vlasova, Director
8 Popodinskay Street
Moscow. G-117.
U.S.S.R.

Department for Deaf-Blind and Aphasic Children
Instituut Voor Doven
Dr. Jan Van Dijk
AFO Rafael
Theerestraat 42
St. Michielsgestel, Neitherlands

Statens Tunghore-Og Doveskale (School for the Deaf)
Koolegievj 1, 9000
Aalborg, Denmark

UNITED STATES

United States: Education:

Coordinating agencies:

Robert Dantona, Coordinator
Centers and Services for Deaf-Blind Children
Bureau of Education for the Handicapped
Project Center Branch - Room 2036
Division of Educational Services
7th and D Streets S.W.
Washington, D.C. 20202

	States Served
Dr. William A. Blea, Project Director Southwestern Region Deaf-Blind Center c/o Division of Special Education California State Department of Education 721 Capitol Mall Room 124 Sacramento, California 95814	Arizona California Hawaii Nevada
Dan Burns, Coordinator Mid-Atlantic Regional Center for Deaf-Blind Children Division for Exceptional Children Department of Public Instruction State of North Carolina Raleigh, North Carolina 27605	District of Columbia Maryland North Carolina South Carolina Virginia West Virginia
Ronald Cyphers, Coordinator Southeast Regional Center for Deaf-Blind Children Alabama Institute for the Deaf and Blind P.O. Box 268 Talladega, Alabama 35160	Alabama Florida Georgia Kentucky Mississippi Tennessee

Khogendra Das, Coordinator Area Center for Services to Deaf-Blind Children c/o The New York Institute for the Education of the Blind 999 Pelham Parkway Bronx, New York 10469	Delaware New Jersey New York Pennsylvania Puerto Rico
Dr. Edwin K. Hammer, Coordinator Area Centers for Services to Deaf-Blind Children c/o Callier Hearing and Speech Center 1966 Inwood Road Dallas, Texas 75235	Arkansas Louisiana Oklahoma Texas
William W. Keenan, Coordinator The Central Regional Centers and Services for Deaf-Blind Children c/o Minnesota Department of Public Welfare Centennial Building St. Paul, Minnesota 55101	Iowa Minnesota Missouri North Dakota South Dakota
John Ogden, Coordinator Mountain-Plains Regional Center for Services to Deaf-Blind Children 1346 Lincoln Street Denver, Colorado 80203	Colorado Kansas Nebraska New Mexico Utah Wyoming
John B. Sinclair, Coordinator New England Regional Center for Services to Deaf-Blind Children c/o Perkins School for the Blind 175 North Beacon Street Watertown, Massachusetts 02172	Connecticut Maine Massachusetts New Hampshire Rhode Island Vermont
Paul Starkovich, Coordinator Northwest Regional Center for Deaf-Blind Children P.O. Box 1865 Vancouver, Washington 98663	Alaska Idaho Montana Oregon Washington
A. Charles Weir, Coordinator Midwest Regional Center for Services to Deaf-Blind Children c/o Michigan State School for the Blind 715 Willow Street Lansing, Michigan 48906	Illinois Indiana Michigan Ohio Wisconsin

Residential schools with departments for deaf-blind children:

Alabama Institute for Deaf and Blind
Deaf-Blind Department
202 Terry Street
Talledega, Alabama 35160

California School for the Blind
Deaf-Blind Department
3001 Derby Street
Berkeley, California 94705

Colorado School for the Deaf and Blind
Kiowa and Institute
Colorado Springs, Colorado 80903

Connecticut Institute for the Blind
Deaf-Blind Department
Oak Hill School
120 Holcomb Street
Hartford, Connecticut 06112

Georgia Academy for the Blind
2895 Vineville Avenue
Macon, Georgia 31204

Illinois Braille and Sight Saving School
Deaf-Blind Department
658 East State School
Jacksonville, Illinois 62650

Iowa Braille and Sight Saving School
1002 G Avenue
Vinton, Iowa

Indiana School for the Blind
Deaf-Blind Department
7725 North College Avenue
Indianapolis, Indiana 46240

The Maryland School for the Blind
Deaf-Blind Department
3501 Taylor Avenue
Baltimore, Maryland 21236

Perkins School for the Blind
Department for Deaf-Blind Children
175 North Beacon Street
Watertown, Massachusetts 02172

Michigan School for the Blind
Deaf-Blind Department
715 W. Willow Street
Lansing, Michigan 48906

Minnesota Braille and Sight Saving School
Deaf-Blind Department
Highway 298
Fairbault, Minnesota 55021

New York Institute for the Education of the Blind
Deaf-Blind Department
999 Pelham Parkway
Bronx, New York 10469

Overbrook School for the Blind
Department for Deaf-Blind Children
64th and Malvern Avenue
Philadelphia, Pennsylvania 19151

Washington State School for the Blind
Deaf-Blind Department
P.O. Box 1865
Vancouver, Washington 98663

United States: organizations:

North American Committee on Services for Deaf-Blind Children and Youth
Mr. Harold G. Roberts, Secretary-Treasurer
c/o American Foundation for the Blind
15 West 16th Street
New York, New York 10011

United States: programs for preparation of professional personnel:

Dr. Beverly Herzog, Institute Coordinator and Program Director, Multiple Handicaps
Oregon College of Education
Monmouth, Oregon 97361

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East Lansing, Michigan 48823

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San Francisco, California 94132

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Nashville, Tennessee 37203

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Portland State University
Portland, Oregon 97207

Dr. William Myers
Department of Special Education
University of Texas
Austin, Texas 78712

United States: materials and literature:

Special materials and devices for the blind:
American Foundation for the Blind
15 West 16 th Street
New York City, New York 10011

Large type and braille books:
American Printing House for the Blind
1839 Frankfort Avenue
Louisville 6, Kentucky

Literature pertaining to the deaf:
Alexander Graham Bell Association for the Deaf, Inc.
3417 Wolta Place, N.W.
Washington, D.C. 20007

United States: adult rehabilitation:

Industrial Home for the Blind
National Center for Deaf-Blind Youths and Adults

Peter Salmon
Director

Louis Bettica
Director of Services
195 5th Avenue
New Hyde Park, New York 11040

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